DOCUMENT RESUME

ED 037 378 SP 003 575

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TITLE A Twelve Year Study of Teacher Success and Related Characteristics. Progress Report, 1960-1965.
INSTITUTION California State Coll., Long Beach.
PUB DATE 67
NOTE 52p.

EDRS PRICE EDRS Price MF-$0.25 HC-$2.70
DESCRIPTORS *Beginning Teachers, Elementary School Teachers, *Failure Factors, *Success Factors, Teacher Characteristics, Teacher Evaluation, Teacher Rating
IDENTIFIERS California State College (Long Beach)

ABSTRACT

A study has been designed to investigate the success of graduates in elementary education at California State College at Long Beach over a 12-year period. The population to date is 1,037 graduates who began their emplcyment in September of each year from 1960-1963. Data was obtained from college files, teacher placement, etc., and from teacher rating scale evaluations obtained from the employing school districts at the end of each teacher's first and third (tenure) year of teaching. Major findings: School districts employing officials rate the teachers consistently in these percentile grcups: 16% in 90th, 34% in 80th, 23% in 70th, 13% in 60th, 8% in 50th, and 6% in 40th (unsuccessful). There is a marked to very high correlation between the six evaluators of the teacher from the time of taking student teaching to the third year in the profession. Of the 1,037 teachers, 49% are still employed in the beginning school district; of the 528 not employed reasons given are 35% married and moved, 26% maternity, 23% personal. There is no evidence to support the ideas that: (1) a married or unmarried teacher will be more successful than the other, (2) married teachers who have had children will be more successful in the classroom, (3) a relaticnship exists between success and extracurricular activities with children prior to teaching. Major causes of unsuccessful teachers are lack of classroom organization, lack of pupil response and responsibility. (JS)

ED037378

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A TWELVE-YEAR STUDY OF GRADUATES FROM CALIFORNIA STATE COLLEGE AT LONG BEACH AS RELATED TO TEACHING SUCCESS IN ELEMENTARY EDUCATION AND RELATED CHARACTERISTICS

PROGRESS REPORT

1960 - 1965

by

Dr. Charles L. Myers

Follow-Up Studies
Department of Elementary Education

September 9, 1967

SP003575

ACKNOWLEDGEMENTS

This study and progress report is the outgrowth of a need to determine the success of graduates from California State College at Long Beach as evaluated by the employing officers of school districts and related characteristics as well as to begin a study to determine if in the opinion of the employing school districts an academic major produces a more successful teacher.

The data and findings herein do not necessarily reflect the philosophy or thinking of the Department of Elementary Education, California State College at Long Beach. It represents only the thoughts of the researcher.

The investigator is most appreciative of the time, effort, and thought given by the employing officers of school districts without which this investigation would be impossible. Special acknowledgement is due Mr. Edward Babbush and Mrs. Ruth Pearson of the California State College at Long Beach, Teacher Placement Office, for their fine co-operation in forwarding the first year evaluation to the school district employing officers, to Mr. Bruce Hanks for his assistance in programming the statistical computations in this progress report; and to Dr. Leland Perry for his prompt response when student assistance was needed.

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I. INTRODUCTION

For over a half century researchers have been attempting to determine characteristics or patterns of characteristics that would assist teacher training institutions in the selection of prospective teachers and the training of teachers as well as guiding the employing officers of school districts in the selection of teachers who will be potentially successful in a given teaching-learning environment. Answers to questions such as the following have been sought. What personal traits characterize the effective or less effective teacher? What type of teacher training programs are most effective in developing the necessary qualifications for effective teachers? What characteristics would the teacher training institutions utilize as criteria for admission to their program?

During a fifty-year period much research has been compiled in the literature. Morsh and Wilder (20) summarized the literature from 1900 to 1952, Domas and Tiedeman (9) reports 1006 annotated references of studies concerned with teacher competence from a period 1929 to 1949, Gage and others (11) compiled 1172 pages of research on teaching from the earliest research to 1964, Ryan (28 and 29) summarized the literature in 1960, and Fattu (10) again in 1963. However, in spite of the profusion of research efforts, the findings reported are mostly inconclusive. Low correlations have been obtained generally. Barr, Ryan and Fattu contribute the low correlations to the complexity of the teaching-learning situation with its many variables throughout the stages of learning that cannot be controlled and the problem of defining the term "teaching effectiveness" and putting it into behavioristic terms. Barr (5) points

out that most studies of teacher effectiveness have been concerned with searching for the property of the teacher and more recently to the degree of change in pupil achievement. In studies of teacher traits the effectiveness is attributed to the teacher while in studies of pupil achievement success is associated with variables within the teaching situation. It should be recognized that in the teacher behavior situation it is assumed that the attributes of the teacher determine solely the effectiveness of the teacher with very little dependency upon the variables within the teaching-learning environment. However, taking another position that teaching success is determined by the results of what comes out of the teaching situation is to assume that teaching success is wholly dependent upon those variables operating within the environment where the teaching occurs.

To accept or reject either one of the assumptions is undesirable because research does not accept or reject the idea that teaching success is dependent entirely upon variables operating in the situation or that it necessarily depends totally upon the attributes of the teacher. Perhaps both assumptions have validity. Teachers who have been termed successful apparently have been able to produce appropriate behavior within themselves so as to achieve desirable pupil behavior appropriate to the learning situation. It might be said that these teachers are characterized by the ability to adapt to the teaching situation or that they have developed a high level of ability to adjust to the environment and deal with it to obtain desired behavior.

This precludes understanding what constitutes a desirable teaching

environment in a given situation, understanding the components comprising the environment, knowing when the present pattern of behavior is not achieving desired results, knowing and understanding that a new course of behavior is necessary, analyzing the teaching-learning environment and then determining a new course of action.

Remmer (24) indicates that studies of teacher effectiveness have not produced significant relationships because the assumptions underlying the base have not been tested. He further states that a longitudinal study with repeated measurement of the same teacher on the same criteria under a wide-range of teaching conditions is necessary but has never been done.

Ryan (18) concludes the usefulness of research findings pertaining to the prediction of teacher effectiveness will be greatest when the results are considered in an actuarial context, rather than in attempting highly accurate prediction for given individuals, and when variations in relationships found among different classifications of teachers with use of different approaches to the criteria relationships that are taken into account.

In 1961 the California Legislature took its own course of action to solve the problem of teacher effectiveness. It enacted Public Law 57, requiring the elementary teacher to obtain an academic major, a minor and a fifth year of education (30 units beyond a B.A. degree). In 1965 Public Law 87 was amended to require only an academic major and a fifth year. The minor for the elementary teacher was eliminated. The rationale, as purported by the California Legislature, in requiring an academic major

and a fifth year was:

1. More "academic" preparation will produce a better elementary teacher.
2. The possession of an academic major and a fifth year of study will bring about a higher level of "academic" achievement on the part of the pupils because the teachers will have a greater background.
3. The de-emphasis of professional preparation will result in better teaching.

A. Purposes of This Study

The purposes of this study are to: (1) Investigate the success of California State College at Long Beach Graduates in elementary education and related characteristics over a 12-year period; and (2) To investigate the success of California State College Graduates who have entered the teaching profession with a major in elementary education and those who have entered the teaching profession with an academic major.

B. Assumption in This Study

It is assumed that the teacher training program of an educational institution is designed to prepare its graduates for employment and success (as determined by the employing officer of the school district or school) in the teaching profession. The employing officer is the determinate of success as indicated by tenure and continued employment.

C. Procedure

During the academic year of 1959 a pilot study was conducted to

ascertain the availability of data and responses of employing officers of specific school districts where California State College at Long Beach graduates had been employed as of September, 1958. Beginning September, 1960 data was obtained from the college files, teacher placement, etc., of those students that began their first employment in the profession during that year. In October, 1961 the Office of Teacher Placement forwarded to each school district a form of eight specific traits: personal and professional qualities, loyalty and cooperation, classroom procedure and management, subject-matter and/or grade level proficiency, pupil responses, adaption to school and community; a percentile rating relative to all teachers and space for individual comments to evaluate the teaching performance of the first year during the year 1960-61. Then in October, 1964 the tenure year for teachers who began teaching in September, 1960, a copy of the same evaluation form was forwarded to the employing school district for evaluation.

Written in Public Law 57 was the provision that all candidates for the General Elementary Credential under the old law must have completed all requirements prior to November, 1966. Therefore, the first group of graduates to enter the profession under the new law requiring an academic major and a fifth year of course work will be September, 1967.

Since this study began there are six groups of graduates that have met their elementary teaching requirements with a major in elementary education. Four groups have completed their first and

third year of teaching and are reported in this progress report.

Teachers now in the field who began their employment September, 1964 were eligible for tenure June, 1967. In October, 1967 an evaluation form will be forwarded to their employing school district.

This procedure will be continued until six groups of graduates with majors in elementary education have been obtained and six groups of graduates with academic majors have been obtained. Approximate termination date of this study will be October, 1974.

II. PRESENTATION OF DATA

A. Population in Study to Date

The population to date in this study is 1037 graduates of California State College at Long Beach who began their employment in the teaching profession September, of each year from 1960 to 1963. The graduates who began their teaching in September of years 1964 and 1965 are not included in this progress report as they have not completed three years in the profession. Presented below are the distributions by years.

Table 1

	Population of Study To Date 1960 First and Third year Evaluation	1961	1962	1963	Totals	1964 First Year Evaluation	1965
Total Population	234	206	230	367	1037	429	491
Female	196	180	206	317	899	384	430
Percentage	87	87	89	86	87	89	88
Males	38	26	24	50	138	45	61
Percentage	13	13	11	14	13	11	12

Table 2

Percentage of Males and Females in Study		
	Number	Percentage
Total Population	1037	
Third-Year Evaluation		
Females	899	87
Males	138	13
Total Population		
First-Year Evaluation	920	
Females	814	89
Males	106	11

By inspection of Table 1, it is evident that the percentage ratio between men and women in this study does not change appreciably. Approximately 87% of the total population for each year are women and 13% are men.

B. Grouping of Study Population Based Upon the Sixth Reported Evaluation.

For the purpose of analysis in this progress report, groups have been determined by the evaluation of the third-year evaluator. At this time in the professional career of a teacher, he or she is eligible for tenure. Of the 1037 evaluations received, 26 different states were represented, 356 different school districts and approximately 828 school administrators. Of the 828 school administrators, reporting as evaluators, 83% were building principals.

Table 3

Summary of Groups

Groups	Women		Men		Total for Groups	
	Number	Percentage	Number	Percentage	Number	Percentage
Percentile						
90 Percentile	138	15	27	19	165	16
80 Percentile	302	34	52	37	354	34
70 Percentile	215	24	25	18	240	23
60 Percentile	120	13	12	9	132	13
50 Percentile	72	8	14	10	86	8
40 Per or Less	51	6	9	7	60	6
	899	100%	138	100%	1037	100%

Tables 3, 4, and 5, compare the absolute number of each group, and the percentages of each group, according to percentile ratings for each year. It is apparent that change in percentages in the case of women remains relatively constant. The percentages of men in each group show a more appreciable change but this may be accounted for by the small absolute number of men.

It may be said, according to the above findings, that approximately 16% of the graduates reported from California State College at Long Beach will be rated in the 90th percentile as compared with all other teachers according to the third-year evaluator; 34% in the 80th percentile, 23% in the 70th percentile, 13% in the 60th percentile, 8% in the 50th percentile and 6% in the 40th percentile or below. The 40th percentile is determined as unsuccessful by the employing school district.

C. Correlation of Six Evaluators of the Teacher During Student Teaching, the First Year in the Profession and the Third Year in the Profession

Lynch (18) expressed the thought that early methods of rating teacher effectiveness tried to be completely objective, to analyze the teaching act into simple components and, in general, to call teaching ability the sum of various component parts that were obtained from the quantification of the qualitative aspects.

Table 4

Number of Teachers in Each Group Based Upon Third-Year Evaluation

Groups	Years					
	1960	1961	1962	1963	Total	
90 Percentile or above	37	31	42	55	165	
Women	29	27	38	44	138	
Men	8	4	4	11	27	
80 Percentile	78	73	67	136	354	
Women	65	60	61	116	302	
Men	13	13	6	20	52	
70 Percentile	55	51	48	86	240	
Women	48	46	43	78	215	
Men	7	5	5	8	25	
60 Percentile	33	22	39	38	132	
Women	29	20	36	35	120	
Men	4	2	3	3	12	
50 Percentile	15	18	23	30	86	
Women	11	16	19	26	72	
Men	4	2	4	4	14	
40 Percentile or less	16	11	11	22	60	Unsuccessful
Women	14	11	9	17	51	
Men	2	0	2	5	9	

Table 5

Percentage of Teachers in Each Group
Based Upon Third-Year Evaluation

Groups	Years				
	1960	1961	1962	1963	All Years
90 Percentile or above	16	15	18	15	16
Women	15	15	18	14	16
Men	22	15	33	21	20
80 Percentile	33	35	29	28	34
Women	33	33	30	37	34
Men	34	50	25	39	38
70 Percentile	24	25	21	23	23
Women	24	26	21	24	24
Men	18	23	21	16	19
60 Percentile	14	11	17	10	13
Women	15	11	18	11	13
Men	12	8	13	6	9
50 Percentile	6	9	10	8	8
Women	6	9	10	8	8
Men	11	4	17	8	10
40 Percentile	7	5	5	6	6
Women	7	6	4	6	6
Men	5	0	8	10	7

Present methods of rating teacher efficiency are showing a change of emphasis by utilizing the view of modern psychology that personality is an organized whole rather than a collection of spare parts.

Fattu (10) in his summary of research to 1964 indicated that available studies have shown in general that teachers have been reliably rated according to statistical procedures by administrative and supervisory personnel. Presented in Table 6 is a summary of the correlations obtained in various investigations.

Table 6

Research Summary of Relation of Raters

Researcher	Investigation	Correlation
Jacobs	(13)	.70 same rater, graphic vs. general merit
Almy & Sorensen	(1)	.92 same rater .72 two different raters .92 slit half
Taylor	(32)	.65 reranking one year later .88 same rater .90 rating vs. rank
Barr	(2)	.51 same rater ranking vs. rating
Odenwaller	(22)	.76 3 raters .71 principal vs. Assist. Super. .65 principal, assist. super, supervisor rerate
Brandt	(7)	.77 8 yrs. later, superintendent .71 8 yrs. later rerated, super.
Ryanson	(26)	.83 same rater, different scale superintendent
Ringness	(25)	.90 same rater, different scale

It is evident from the above data that reliability can be measured between raters, for a single rater from one rating scale or item to another and between ratings by the same rater from one occasion to another. Barr (2) and Boardman (6) found that when traits or qualities other than general ability are rated, the reliabilities tend to be somewhat lower than those found for general effectiveness.

Shiels (19a) and Barr (2) both found considerable variation in ratings of teachers when the evaluators did not have previous knowledge of the teacher or the teaching-learning situation.

Worcester (34) in 1961, stated it is possible that rating of principals and superintendents come nearer than research investigations or the observations of teachers according to specified traits to being evaluations of the teacher's function as a whole.

Graduates of California State College at Long Beach have been evaluated by four persons during their student teacher training and by two administrators as teachers in the teaching profession.

To ascertain the reliability of the overall ratings of the third-year evaluator, numerical value of 0 to 9 was assigned to each trait marked by the third-year evaluator. A correlation of .93 was obtained between overall percentile rating of the third-year evaluator and the individual trait ratings of the third-year evaluator. Using Garret's Table 25 (12) this correlation coefficient was significant at the .001 level, indicating that the third-year evaluator was consistent in his or her response to the whole teaching situation and to individual specific traits.

Presented below are the correlations obtained by using Pearson's Multiple Coefficient Correlation analysis for the six evaluators, first master teacher, second master teacher, first college advisor, second college advisor, first-year evaluator and third-year evaluator.

Table 7

Correlation Coefficient of Six Evaluators
For all Graduates, 1960-1964

Number 1037	Coefficient	
Rater	Correlation	Significance*
First Master Teacher	.40	.01
Second Master Teacher	.42	.01
First College Advisor	.47	.01
Second College Advisor	.49	.01
First-Year Evaluator	.80	.01
Third-Year Evaluator	1.00	

*Garret, Henry E., Statistics in Education and Psychology, Table 25, pp. 201.

The correlations received between the ratings of the master teachers and the third-year evaluator was .40 and .42 both falling in the range of marked or substantial relationships but at the lower end. College advisors ratings as related to the third-year evaluator were .47 and .49 both indicating marked or substantial relationships. The first-year evaluator, an administrator, and the third-year evaluator, an administrator reported a .80 relationship indicating a high relationship.

It may be said that the master teachers, college advisors and administrators have from marked to high agreement in assessing the Graduate of California State College at Long Beach.

D. Relation of Academic Grades and Education Grades to Success in the Teaching Profession

According to Morsh (20) there are thirty-five studies to 1952 and

five to date that are concerned with correlations or relationships between academic grades, professional grades and success in the teaching profession. Studies concerned with general college averages all, with the exception of four, found positive correlations, but the range was zero to .73. Only 9 studies reported an r of .40 or above. But in the majority of investigations the findings produced low correlations. While the overall results are not such as to permit any very confident predictive base, it would appear that some relation does exist.

Academic grade point averages and professional course work averages were obtained for the 1037 graduates in this study. Presented in Table 8 are the coefficient correlations by groups between academic

Table 8

Correlation Coefficient of Academic Overall Grades and Education Overall Grades

Groups	Number	Years			
		1960	1961	1962	1963
90	165	.84	.83	.60	.84
80	354	.77	.69	.66	.66
70	240	.74	.76	.58	.71
60	132	.79	.67	.87	.58
50	72	.83	.57	.57	.76
40	60	.75	.86	.74	.81

Table 9

Mean Overall Grade Point Average for
Academic and Education Courses By Groups

Groups	Number	Years							
		1960		1961		1962		1963	
		Academic	Education	Academic	Education	Academic	Education	Academic	Education
90	165	2.80	2.91	2.78	2.89	2.76	2.86	2.75	2.86
80	354	2.71	2.77	2.70	2.83	2.67	2.80	2.58	2.74
70	240	2.73	2.79	2.78	2.84	2.66	2.75	2.56	2.73
60	132	2.63	2.81	2.55	2.70	2.72	2.77	2.55	2.66
50	72	2.57	2.60	2.70	2.71	2.51	2.69	2.56	2.67
40	60	2.48	2.52	2.57	2.65	2.63	2.59	2.54	2.55

Table 10

Mean Overall Grade Point Average for
Academic Courses and Education Courses All Years

Groups	Number	Academic Grades	Education Grades
90	165	2.78	2.88
80	354	2.66	2.76
70	240	2.68	2.77
60	132	2.61	2.60
50	72	2.58	2.65
40	60	2.55	2.59
	1037		

grade point average and professional grade point average and professional grade point average. The findings reveal a highly significant relationship in all years and in all groups. This would tend to

indicate that the students may receive the equivalent grades in both academic and professional courses.

Tables 9 and 10 indicate the mean grade point for the students by groups. Comparing the means of both academic grades and professional grades, the highest grade point average in both areas were received by the students rated highest after three years in the field. The lowest grade point average received by students while in college were the teachers who were rated lowest at the end of three years. As was indicated by other investigations there is a relationship but not sufficient to use for the establishment of policy.

E. Number of Teachers Receiving Tenure and Still Employed as Related to the Number of Teachers Who Did Not Receive Tenure But Were Rated.

California has always had a history of a teacher shortage in elementary education. A large majority of teachers in this area of teaching are women, as demonstrated in an early section of this progress report. Table 11 reveals that of the 1037 graduates in this report, 679 or 66% are between 20-25 years of age. They are of marriageable age or if they are married they are susceptible to beginning their families. The question then arises, "Do the most successful teachers remain in the profession?" and what is the disbursement of teacher graduates of California State College Long Beach from the time they enter the teaching profession until they are eligible for tenure? Table 15 presents the number of teachers receiving tenure and still employed by groups, the number of teachers

Table 11

Age Distribution for All Groups, 1960-1963

Groups	Ages					
	20-25	26-30	31-35	36-40	41-Over	Total
90 or over	101	20	12	10	22	165
80	223	36	46	28	21	354
70	168	22	16	19	18	240
60	98	11	10	9	5	132
50	60	12	11	9	8	86
40 and below	34	6	1	2	5	60
	679	105	94	77	82	1037
Percentage	66	10	9	7	8	

Table 12

Percentage Age Distribution for All Groups, 1960-1963

Groups	Ages				
	20-25	26-30	31-35	36-40	40-Over
90 or above	61	12	7	66	14
80	63	10	13	8	6
70	68	9	7	8	8
60	73	8	8	8	4
50	63	11	8	7	9
40 or below	53	12	5	7	13

Table 13

Number of Teachers in Each Group Receiving Tenure and Still Employed After Three Years in the Teaching Profession

Groups	Years				
	1960	1961	1962	1963	Totals
90	30	24	34	40	128
80	47	34	71	45	197
70	32	23	35	19	109
60	22	9	9	14	54
50	3	4	8	5	20
40	1	1	0	2	4
					512

Table 14

Number of Teachers in Each Group Not Receiving Tenure But Rated

Groups	Years				
	1960	1961	1962	1963	Totals
90 or above	7	7	8	15	37
80	31	39	22	65	157
70	23	28	13	67	131
60	11	13	30	24	78
50	12	14	15	25	66
40 or less	15	10	11	20	56
					525

Table 15

Teachers Receiving Tenure and Teachers not Receiving Tenure But Rated of Total Population, Absolute and Percentages

Groups	Received Tenure	Percentage	No Tenure But Rated	Percentage	Totals
90	128	12	37	3	165
80	197	19	157	15	354
70	109	11	131	13	240
60	54	5	78	8	132
50	20	2	66	7	86
40	4	0	56	5	60
	512	49	525	51	1037

receiving tenure and still employed by groups, the number of teachers not receiving tenure but rated and the percentages of both. After three years in the profession of the 1037 teachers reported 49% were still teaching in the school district where they were first employed. 51% had left the profession or moved elsewhere. It is interesting to note that 35% of the teachers receiving tenure where they were first employed were rated in the 70th percentile or above.

Table 16 is an accounting of the reasons for teachers in this study to date leaving their employment. "Married" and "moved" accounts for 38% of the reasons for leaving, "Maternity" represents 26% and "personal" 23%. Personal is a "catch-all." Many teachers rated in the 40th percentile group would have been asked to resign by the district but the teacher took the initiative.

F. Married and Unmarried Teachers as Related to Success, 1960-1964

Peters (23) in 1934 conducted a study of 110 matched married and unmarried teachers and compared the achievement of 2195 pupils. Principal ratings were obtained for 1123 married teachers and 1123 unmarried teachers. The Otis Classification Test Part I was used to determine degree of achievement and Part II was used to determine amount of mental growth. Correlations of .86 ± .29 and .60 ± .23 respectively was obtained. The difference was in favor of the married teacher. However, it was under three times the probable error of the difference and on the border line of being significant. Differences in principal ratings of married and unmarried teachers were too small to be significant. Ryan (26) in 1951 compared the findings of trained observers after rating 99 single women and 107 married women who were teaching the third and fourth grades. Twenty-six items were used, 20 relating to observable teacher behavior and 6 concerned with pupil behavior. Comparison of ratings with respect to observable behaviors items as to marital status revealed no significant differences at the .05 level. Comparing the relationship of marital status and pupil behavior, by coefficient of mean square, .11 was obtained, which does not indicate a slight or substantial relationship.

Ryan (28) states that with teachers of all levels considered as a group there is little difference in specified dimensions of teacher behavior between single and married teachers. But he further states that within the elementary school research seems to favor the married teacher. However, according to Morsh and Wilder (20) and Domas and

Table 16

Reasons for Teachers Leaving Employment Who Did Not Receive Tenure But Were Rated By Groups, 1960-1963

Reasons	Groups						Totals	Percentage
	90	80	70	60	50	40		
Administration	2	0	1	0	0	0	3	.5
Substitute	0	4	5	2	3	2	16	3
Other District	1	4	0	0	0	0	5	.5
Overseas	2	9	7	0	0	0	18	3
Return to School	2	4	0	1	0	0	7	1
Maternity	12	48	33	20	11	13	137	26
Married-Moved	13	60	46	38	28	8	193	38
Personal	5	28	39	17	23	10	122	23
Request of District	0	0	0	0	1	23	24	5
							525	100.0

Table 17

Total and Percentages of All Groups of Married and Unmarried Teachers, 1960-1961

Groups	Number Married	Percentage	Number Unmarried	Percentage
90 or above	95	15	70	17
80	210	34	144	35
70	146	23	94	22
60	99	13	53	19
50	61	10	25	6
40 or less	29	5	31	7
	620	100	417	100

Table 18

At Time of Employment
Number of Married Teachers and Non-Married Teachers by Groups, 1960-1963

Groups	1960		1961		1962		1963	
	Married	Not Married	Married	Not Married	Married	Not Married	Married	Not Married
90 Or above	22	15	28	3	16	26	29	26
80	46	32	53	20	45	22	66	70
70	36	19	33	18	31	17	46	40
60	14	19	16	6	25	14	24	14
50	13	2	13	5	15	8	20	10
40 or less	9	7	8	3	10	1	2	20
	140	94	151	55	142	88	187	180

Percentage of Married Teachers and Non-Married Teachers at time of Employment by years, 1960-1963.

	1960		1961		1962		1963	
	Married	Not Married	Married	Not Married	Married	Not Married	Married	Not Married
Percentage of All Groups	60	40	73	28	62	38	51	42
Percentage of Total Population	14	9	15	5	14	8	18	17

Tiedeman (9) only two studies in the field of elementary education have been concerned with the study of the question.

Table 17 indicates the distribution of teachers as to married or unmarried in all groups is about equal. Therefore the findings in this progress report would support the findings of research. The marital status of a teacher has apparently little influence in the teaching-learning situation.

G. Married Teachers With Children As Related to Teaching Success

Literature has indicated that teachers who have children and return to the teaching profession should be more successful in the teaching profession because they would have a better understanding of children. To the knowledge of the investigator there have been no studies dealing with the question of whether a teacher will be more successful in the profession if she has had children and then returns to the classroom.

Table 19 indicates the numbers of children in each family of those teachers who are married by years and by groups. In this population of the study 52% of the married teachers had children and 48% did not. In the superior group 61% of the teachers rated in the 90th percentile or above had children while 37% did not. In the other groups about half had children and half did not with the exception of the group rated in the 60th percentile, slightly above average. In the unsatisfactory group 52% had children and 48% did not.

It might be said that direct firsthand knowledge of children in the home might, along with other traits, tend to develop superior behavior as seen by the evaluator of the teacher in the teaching-learning situation.

However, there is little evidence to support the idea that firsthand knowledge appropriate to the learning environment of the child in the home by itself would produce desired behavior of teacher. If this were true then there should be more difference between the percentages of the teachers who were unsuccessful and those who are successful.

Table 19

Number of Children of Married Teachers at Time of Employment by Groups, 1960-1963

Groups	Years				
	1960	1961	1962	1963	Total
90					
None	11	10	6	10	37
1	3	5	3	4	15
2	2	10	4	8	24
3	3	3	2	6	14
4 or more	1	0	2	1	5
	22	28	16	29	95
80					
None	22	24	21	36	103
1	7	9	10	8	34
2	9	6	8	8	31
3	4	9	4	8	25
4 or more	4	5	2	6	17
	46	53	45	66	210
70					
None	18	11	11	11	61
1	6	4	8	5	23
2	6	10	6	10	32
3	5	7	3	5	20
4 or more	1	1	3	5	10
	36	33	31	46	146
60					
None	9	8	14	18	49
1	1	3	6	5	15
2	3	2	1	1	7
3	1	1	3	0	5
4 or more	0	2	1	0	3
	14	16	25	24	79
50					
None	7	5	10	7	29
1	1	4	0	3	8
2	2	1	3	6	12
3	2	1	1	3	7
4 or more	1	2	1	1	5
	13	13	15	20	61
40 or less					
None	3	4	7	1	15
1	1	2	1	0	4
2	5	1	0	0	6
3	0	1	1	0	2
4 or more	0	0	1	1	2
	9	8	10	2	29

Number of Teachers that Have or Have Not Had Children at First Employment By Groups, 1960-1963

Groups	Children	Percentage	No Children	Percentage
90	58	61	37	39
80	107	50	103	50
70	85	58	61	42
60	30	37	49	63
50	32	52	29	48
40	14	48	15	52
	326	52	294	48

H. Remediation as Related to Teacher Success

The Department of Elementary Education, at California State College at Long Beach, requires students to demonstrate a proficiency in English, Mathematics, Speech and Spelling. This requirement is in keeping with Section 6130, Title V, California Education Code.

There is no research in this area to determine if there is any relationship between success in the teaching field and remediation courses taken in teacher training.

Table 20 presents the number of students taking remediation by groups and the percentage of each group taking remediation for the total population. In all groups there is a large percentage in favor of those students not taking remediation with the exception of the group rated in the 40th percentile. Here there is a fifty-fifty split of those who were required to take remediation and those not required to take remediation.

Table 21 represents the number of students taking remediation by years and groups. Table 22 summarizes Table 21 by years and indicates the number of students in remediation by years and the percentages. Of the total population 24% of the students were required to take remediation while 76% of the students meet the proficiency requirement by test. There appears to be a slight pattern that would indicate about 25% of the students of this population were required to take remediation and 75% were not. It will be interesting to note if the same pattern persists in the years to come as this investigation progresses.

Table 20

Remediation Taken By Groups For
Total Population, 1960-1963

Groups	Yes	%	No	%	Total
90 or above	28	18	137	82	165
Women	21		117		138
Men	7		20		27
80	84	23	270	77	354
Women	70		228		302
Men	14		42		52
70	39	16	201	84	240
Women	34		181		215
Men	5		20		25
60	43	23	89	67	132
Women	39		81		120
Men	4		8		12
50	30	24	56	66	86
Women	24		48		72
Men	6		8		14
40 or below	29	48	31	52	60
Women	21		29		51
Men	8		2		9

Table 21

Remediation Taken By Groups For Each Year, 1960-1964

	1960		1961		1962		1963	
Groups	Yes	No	Yes	No	Yes	No	Yes	No
90 or above	2	35	10	21	2	40	14	41
Women	2	27	9	18	2	36	8	36
Men	0	8	1	3	0	4	6	5
80	32	46	17	56	18	49	17	119
Women	27	34	12	48	15	46	16	100
Men	5	12	5	8	3	3	1	19
70	5	50	16	35	5	43	13	73
Women	4	44	15	31	5	38	10	68
Men	1	6	1	4	0	5	3	5
60	13	20	9	13	11	28	10	28
Women	12	17	7	13	10	26	10	25
Men	1	3	2	0	1	2	0	3
50	7	8	6	12	7	16	10	20
Women	5	6	5	11	6	13	8	18
Men	2	2	1	1	1	3	2	2
40 or below	5	11	5	6	7	4	12	10
Women	3	11	5	6	5	4	9	8
Men	2	0	0	0	2	0	3	2
	64	170	63	143	50	180	76	291

Table 22

Remediation Taken by Total Population by Years

Years	Yes	%	No	%
1960	64	27	170	73
1961	63	30	143	70
1962	50	25	180	75
1963	76	21	291	79
	253		784	
Percentage of total Population		24		76

Table 23

Research Summary of Extracurricular Activities
as Related To Teacher Success

Investigato.	Project	Correlation
Jones	(14)	.05 supervisor rating and women outside activities .27 supervisor rating and men outside activities
Somer	(31)	.41 principal ratings (1 year) and outside activities
Kriner	(15)	-.04 supervisor rating and outside activities
Martin	(19)	.18 supervisor rating and office held .22 supervisor rating and outside activities
Seagoe	(29)	.16 principal rating and officer membership ratio
Seagoe	(29)	.06 principal rating and membership in organizations
Von Haden	(33)	.06 pupil gain and extracurricular activities .17 pupil evaluation and outside activities

I. Extracurricular Activities With Children As Related To Teaching Success, 1960-1964

It is believed by many educators and administrators that students who have participated with children prior to coming into the classroom will be more successful. Several studies have been made dealing with the question of extracurricular activities as related to teaching success. Presented above is a summary of some investigations.

Generally speaking, searchers have found correlations that would indicate slight or neglible relationships between extracurricular

activities and success as reported by evaluators. Perhaps the type of activities studied has some effect upon the relations. Most of the activities reported were not with children but adults or peer groups.

Table 24 indicates the number of students that had participated in activities with children prior to student teaching. Table 25 shows the number of students reported as participating in church activities with children, recreation activities (camp programs, playground, etc.) and scouts (leader of a group, assistant leader or performed some activity other than a member). There will be an overlap as some persons may have participated in more than one activity.

In the total population of this study 53% had not participated in any one of the youth activity programs while 47% had. In viewing the group distribution, the two groups that were rated highest had a slight edge but all other groups showed a greater percentage of students that had not participated in youth activities before student teaching.

The findings to date in this study seem to support the reported results of other investigations.

J. Traits of Unsuccessful Teachers

Probably the first study in an attempt to answer the question of what traits or characteristics define a successful teacher and an unsuccessful teacher was done by Littler, (17) in 1914. He made a survey of principals and superintendents seeking their opinions as to what makes a good or poor teacher. He found that administrators

Table 24

Absolute Number and Percentages by Groups of Teachers That Had Participated in Extra Curricular Activities With Children Prior to Teaching, 1960-1963

Groups	None	Percentages	Number of Participations in Activities	Percentage
90 or above	79	48	117	52
80	175	49	226	52
70	135	56	122	44
60	73	55	90	45
50	53	62	63	38
40	34	57	35	43
Total Population	549	53	*653	**47

*The absolute number of persons participating in children's activities prior to teaching has little significance as a number of persons participated in one or more activities. Therefore, if 549 of the total population did not participate in children activities prior to teaching then it can be assumed that 488 of the total did participate as this would represent the total population of 1037.

**This percentage is obtained by determining the ratio of 488 to the total population, 1037.

Table 25

Number of Men and Women Teachers Participating in Activities With Children Prior to Teaching by Groups and Years

Groups	Years							
	1960		1961		1962		1963	
	Women	Men	Women	Men	Women	Men	Women	Men
90								
None	11	2	6	4	26		20	7
Church	10	0	13	2	6		15	1
Recreation	3	1	9	2	3		13	3
Scouts	9	0	13	1	5		4	2
80								
None	32	8	20	4	38		56	12
Church	19	0	32	4	9		40	2
Recreation	7	1	16	8	5		27	7
Scouts	6	0	17	3	7		7	5
70								
None	27	5	26	4	27		41	7
Church	9	0	29	0	11		26	1
Recreation	5	2	1	1	1		9	1
Scouts	7	0	8	0	7		11	0
60								
None	20	2	11	1	17		24	3
Church	11	1	8	2	11		9	0
Recreation	4	1	6	0	7		5	0
Scouts	7	0	8	0	4		1	0
50								
None	10	2	3	0	10		11	3
Church	2	0	3	1	3		4	0
Recreation	3	1	3	1	1		4	1
Scouts	3	1	7	0	4		3	0
40								
None	6	2	5	0	7		10	4
Church	4	0	5	0	2		3	0
Recreation	3	1	4	0	1		1	0
Scouts	1	1	3	0	0		4	1

reported lack of maintaining discipline in teaching skills, interest in teaching, personality, effort, and cooperation as the most mentioned causes of teacher failure. Buellesfield (8) followed with another study in 1915. He forwarded a letter and questionnaire to 300 school men in the United States. He found that weakness in discipline, lack of judgement, daily preparation insufficient, poor methods were among the causes of teacher dismissal. Nanninga (21) in 1924 reported discipline, cooperation, poor instruction, preparation and lack of interest as the top ranked causes of teacher failure. He also reported 10% failure of the total population considered in this study. Kyte (16) found that inefficient handling of pupils, inefficient handling of routine classroom procedures, disorderliness in characteristics of the room environment were the top ranked reasons for not retaining the teacher's services. Simons (30) in 1938 found, by interview, technique with superintendents and principals, classroom control, lack of personality, lack of adaptation, untactful and poor organizer of the classroom activities and environment were the major reasons for teacher dismissal. Ryan (27:265) in 1960 indicated lack of system, lack of organization and responsibility as conceptualized by the principals. This would imply in the classroom that according to the principal's idea in this study a poor teacher was characterized by unplanned performance, slipshod behavior and irresponsible classroom behavior. The findings of Littler seem to hold in subsequent studies pointing out that poor maintenance of discipline, lack of organization in the classroom and preparation of learning

activities tend to head the list of causes for teacher dismissal.

Table 26

Causes of Teacher Failure as Reported by Administrators, 1960-1963	
Personal and Professional Qualities	3
Loyalty and Cooperation	4
Classroom Procedure and Management	58
Subject-Matter and/or grade level Proficiency	6
Pupil Responses	58
Adaption to school and community	5
Number of Unsuccessful Teachers of Total Population 1037	60

Table 25 indicates the causes of dismissal of teachers who graduated from California State College at Long Beach. Of the 1037 teachers in this study to date 60 or 6% were rated unsuccessful.

Of the 60 unsuccessful teachers 58 were released because of inappropriate behavior in classroom procedure and management as well as pupil responses. Only in 6 cases did the lack of subject matter or grade level proficiency have any influence on nonretention.

The findings, as reported by school administrators, seem to support the results obtained by other searchers.

Pages 35-37 of this progress report are annotates from the evaluation forms received from the employing officers of school districts. The results as reported here again will support the literature in that inability to display appropriate behavior in classroom procedure and

control, inability to demonstrate desirable classroom control techniques and not knowing what constitutes a desirable learning environment appear to be the major problems of unsuccessful teachers.

Annotates From First and Third Evaluators of
Teachers Rated As Unsuccessful

First Year Evaluation: Miss_____ was anxious to be helped and seemed quite interested in improving. She had difficulty in maintaining classroom control because she did not always make her instructions clear.

Third Year Evaluation: Rated 40th percentile. Low in classroom procedure. Did not seem to be able to understand children. Left district and full-time teaching due to child care. Different evaluator.

First Year Evaluation: Mr._____is most cooperative and capable. His teaching effectiveness would be enhanced if he felt more secure within himself. He does not seem to know what to do.

Third Year Evaluation: Mr._____continues to have problems. He seems to be overwhelmed by what is required in teaching. Not exactly asked to leave the district although implications were there. Same evaluator.

First Year Evaluation: Mr._____has shown improvement but still is having problems in classroom procedure and pupil response. He does not seem to respond to suggestions even though he seems to be interested.

Third Year Evaluation: Rated low in classroom procedure and pupil response. Left for personal reasons but would not have been recommended for tenure. Different evaluator.

First Year Evaluation: Miss_____is slow in developing. She demonstrates adequate ability but fails to take hold of her responsibilities in the classroom. She needs help.

Third Year Evaluation: Miss_____has not seemed to improve adequately. She has trouble realizing there is a problem in the classroom. This could be the result of not knowing what is required of a teacher. Left because of personal reasons. Same evaluator.

First Year Evaluation: Miss_____needs to improve in her instructional skills. The main problem having to do with instruction; careful and thorough preparation of lessons each day. Purposes for lessons are not always clear. My personal feelings are that her talents lean more toward the area of the creative arts than toward the field of specific, detailed subject matter teaching.

Third Year Evaluation: Mrs._____has trouble in being detailed and precise in her lesson planning. She does not seem to realize that each lesson plan has to have a purpose. Left district because of child care. Different evaluators.

First Year Evaluation: Mr._____needs to work on voice control. He is difficult to listen to in the classroom. He has problems in classroom procedure and pupil control.

Third Year Evaluation: Mr._____has not improved his voice. He continues to have problems with classroom procedure and pupil control. Resigned to travel. Would not have been recommended for tenure. Same evaluator.

First Year Evaluation: Miss_____appeared quite timid and soft-spoken. Needed help.
Third Year Evaluation: Poor in classroom procedure, knowledge of subject matter and pupil response. Left. Illness.

Evaluated as Average first year. Evaluated as unsatisfactory by same evaluator in third year by classroom procedure, knowledge of subject matter pupil response and personal characteristics.

First Year Evaluation: Miss_____worked hard but she seemed to be overwhelmed with the effort, preparation and understandings involved in learning and sustaining successful disciplining and teaching techniques.
Third Year Evaluation, different evaluator, same achool district, rated as unsatisfactory in classroom procedure, subject matter and pupil response. Miss_____does not seem to understand what makes a good teaching situation.

First Year Evaluation: Miss_____is a kind likeable person but she has trouble maintaining classroom control. She does not seem to know what to do.
Third Year Evaluation: Same evaluator, same school rated unsatisfactory in class room control and pupil response. Reason for leaving--pregnant.

First Year Evaluation: Mrs._____appears to be upset most of the time. She has trouble in keeping control of the class. Needs help in understanding when things are not going "right."
Third Year Evaluation: Left because of illness and emotional instability.

First Year Evaluation: Rated satisfactory in all eight traits.
Third Year Evaluation: Rated in 40th percentile and unsatisfactory in classroom procedure and pupil response. Mrs._____seemed "to run out of steam" in the second year. She could not control an average class. She resigned and moved to Northern California where her husband was employed. Same evaluator for first and second evaluation.

First Year Evaluation: Rated unsatisfactory in classroom procedure and pupil response Miss_____had problems in maintaining effective discipline and in methodology of teaching. Does not seem to know what to do.

Third Year Evaluation: Inadequate instructional program. Asked to leave by the district. Same evaluator.

First Year Evaluation: Satisfactory in all eight traits.

Third Year Evaluation: Mrs._____wasn't feeling well and there were problems at home. She resigned to go into industry. She was so upset that she could not control the class. At times she did not seem to know what she was doing or understand what to do. Same evaluator.

First Year Evaluation: Miss_____remains in a turmoil and upset because of the lack of discipline. Efforts to help Miss_____has proven ineffective. Although she recognizes that improvement is necessary, Miss_____prefers to work things out on her own. She tends to fear the use of parents, district aids, or other resources.

Third Year Evaluation: Miss_____generally below average ratings, particularly in the area of professional competence, control and discipline, effectiveness of teaching procedures, and classroom management. She does not seem to understand what constitutes a teaching environment and she is not receptive to suggestions. Resigned at request of district. Same evaluator.

First Year Evaluation: Mr._____has been a real disappointment to me. He started out with great prospects of becoming a fine teacher but due to poor judgement and lack of effort and preparation he has done a very disappointing job. Rated low in personal and professional qualities, classroom management and pupil responses.

Third Year Evaluation: Mr._____continues to be a disappointment. He resists suggestions and has not shown much improvement. Marked poor in all areas and in the 30th percentile. Same evaluator.

III. DISCUSSION AND SUMMARY

The population ratio between men and women in elementary education, California State College at Long Beach appears to remain relatively constant from year to year. The ratio of 68-14 in favor of women would indicate that more men should be brought into elementary education. Because of the change in our society many children do not have a male image in the home therefore male teachers on the elementary level might fulfill this need. Women are susceptible to leaving the elementary field because of marriage and childbirth. Thus, the permanent supply of teachers in elementary education is in continued flux.

According to the results obtained from approximately 828 employing officers of school districts, a rather consistent ratio has been reported for each year, 1960-1963. It can be said that approximately 16% of the graduates who of California State College at Long Beach were rated in the 90th percentile, 34% were rated in 80th percentile, 23% in the 70th percentile, 13% in the 60th percentile, 8% in the 50th percentile and 6% in the 40th percentile (unsuccessful). Of the 1037 graduates in this progress report 759 or 73% were rated, in comparison to all other teachers, good to excellent. Only 60 or 6% were rated as unsuccessful. Nanninga (21) reported 10% unsuccessful teachers and Buellesfield (8) reported 7% unsuccessful teachers.

The question as to whether there is agreement among the evaluators of the student teachers can be answered by the correlations obtained among the six evaluators for the population in this progress report. The correlations are related to the third-year evaluator. The first

and second master teachers ratings revealed an r of .40 and an r of .42 respectively both are significant at the .01. The first and second college advisor's ratings as related to the third-year evaluator was r of .47 and r of .49 both significant at the .01 level. The first-year evaluator rated the first-year teacher in relation to the third-year evaluator at an r of .80. This r is significant at the .01 level.

There is a substantial relationship to a high relationship of how master teachers, college advisors, first-year evaluators and third-year evaluators assess the graduates of California State College at Long Beach.

There is a marked to high relationship between the grades received in academic areas and those received in education courses. In the group rated in the 90th percentile, all years reported showed a very high relationship with the exception of 1962 and it indicated a marked relationship. The group rated as unsuccessful demonstrated a marked relationship in all years. Mean grade point averages for both groups indicated that those in the 90th percentile received a higher grade point than those in the 40th percentile rated group. However, the difference is slight and this supports the findings of other investigations of this question.

Of 1037 graduates reported in this study, 679 were in the age range of 20-25, representing 66% of the total population. Of the total group 49% were still employed in the same school district and 51% were not. Of the group still employed in the same school district 85% were rated in the 70th percentile or better. Marriage and moving accounted for the

largest number of teachers leaving their first employment. This group represented 38% of those not receiving tenure year in the district of their first employment, maternity represents 26% and personal 23%.

There is no evidence in this study or in research to support the idea that a married teacher is more or less successful than an unmarried teacher. Of the population in this progress report there are about an equal ratio of married teachers to unmarried teachers. In the top group, 90th percentile, 15% are married and 17% are not. In the lowest group, 40th percentile or below, 5% are married and 7% are not. The teaching success of a teacher, according to the research, has little relation to whether they are married or single.

Of the married teachers in this study, 52% of them have children. Of the teacher in the 90th percentile, 95 teachers, 61% had children and 37% did not. Teachers in the 60th percentile group, 37% had children and 63% did not. However, in the lowest group, 40th percentile rating, 52% had children and 48% did not. There is little or no ratio relationship between the success of teachers, as indicated by employing officers of school districts and the fact that they have children.

Of the teachers ranked in the 90th percentile group, 82% were not required to take remediation while 18% were required to take remediation, in either Mathematics, English, Speech or Spelling. The percentage of teachers required to take remediation for each group increased with the exception of those rated in 70th percentile. This group indicated that 84% did not have to take remediation and 16% did. However, in the lowest group, 40th percentile or below, 48% had to take remediation and

52% did not. Again there is little evidence to support a relationship between remediation and teacher success.

Research has produced very low correlations between teaching success and extracurricular activities. It concludes that there is little or no relationship. Prior to entering the teaching profession 53% of the graduates from California State College at Long Beach had no organized experience with children while 47% did. In the 90th percentile and 80th percentile groups there was about an even ratio between those who did not have child experience as related to those that did. The 70th percentile group showed the largest ratio in favor of those not having child experience. In the 40th percentile group, 57% did not have child experience, the next largest ratio, other than the 50 percentile group. The findings in the progress report tend to support the research concerned with this question. There is no apparent relationship between the success of a teacher, viewed by an employing officer, and experience with children prior to teaching.

Causes of teacher dismissal in this progress report, as indicated by employing officers, tend to support the literature. The chief reasons for dismissal or request to resign by the school district are pronounced and repetitive as reported by evaluators. The two major areas are classroom management and procedure, and pupil response. As Ryan (27) points out, teachers are unsuccessful when they lack system, they have not developed an ability to organize the activity of the classroom into appropriate behavior, and have not developed an attitude of responsibility. Encompassed in the findings of the other surveys are the abovementioned

traits. Therefore, there appears to be an agreement as to a description of teacher dismissal.

Perhaps it can be said that those teachers who have attained success are those that have developed the ability and skill to adjust to a given teaching environment. This point of view supports that of Barr (5) when he says since teaching is primarily a leadership role and dependent upon the nature of the situation in which the teacher must function, its effectiveness cannot be treated apart from situations giving rise to it. Therefore, it would appear that the process of analyzing the teaching-learning environment may be a step in the direction of assisting the new teacher to develop the skills to be flexible and develop appropriate behavior to a given learning environment.

There is little or no evidence in the research presented herein or the findings of this progress report to support the idea that more academic experiences will produce a better teacher. However, it might be found that if the informational background of the teacher is broadened, it may have an influence on the learning environment. Perhaps there is a factor of transfer that has not yet been determined and it may have a direct effect upon the teacher and his or her success as a teacher.

IV. TRENDS

Trends as determined by the progress report of a twelve-year study of graduates from the Department of Elementary, California State College at Long Beach.

1. There is a consistent ratio between men and women in elementary education of 86% women and 14% men. This population is subject to continual change because of the potential personal status change of women teachers.
2. Employing officers of school district rate California State College at Long Beach, Elementary teacher candidates consistently as follows: 16% in the 90th percentile, 34% in the 80th percentile, 23% in the 70th percentile, 13% in the 60th percentile, 8% in the 50th percentile, and 6% in the 40th percentile or unsuccessful.
3. There is a marked to very high relationship between the six evaluators of the teacher from the time of taking student teaching to the third year in the profession.
4. There is a high relationship between the grades received from academic courses and those received in education courses.
5. In this progress report, of the total population 66% of the teachers are in the age bracket of 20-25 and a large majority are women.
6. Of the total population in this progress 49% are still employed in the beginning school district, 51% have moved or left the profession. Of 528 not employed, 38% married and moved, 26% represented maternity, 23% personal, and 13% miscellaneous.
7. There is no evidence to support the idea that a married or unmarried teacher will be more successful than the other.

8. There is no evidence to support the thought that married teachers who have had children will be more successful in the classroom.
9. There is no evidence to support a relation between success and the taking of remediation courses in college.
10. There is no evidence to support a relationship between success and extracurricular activities with children prior to teaching.
11. There is a consensus of opinion as to the descriptive causes of unsuccessful teachers: lack of classroom organization, lack of pupil response and responsibility.

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